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ABSTRACT

This practicum aimed to improve global awareness among middle school students. One specific goal was to increase the students' concept of the world and their global perspective. A second goal was to increase the students' geographic knowledge, enabling them to locate sites of current world events and affairs on a map or globe. Students were taught the geographic locational skills needed for learning the global issues and their localities in the world. The students synthesized facts about global interdependence. They wrote essays and reports derived from library research. Each student kept a current events notebook throughout the implementation of the practicum process. They were provided with 32 weeks of lessons, activities, and projects divided into 3 phases. Outcomes from this practicum experience were very positive. All six of the practicum's objectives were achieved and surpassed. The students gained knowledge of global interdependence. Their geographic skills improved. Finally, the students gained an interest in worldwide current events and affairs. The global awareness survey instrument and the geographic locational skills test are appended. (DB)

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Developing and Implementing a Model for Improving Global Awareness in the Secondary School With Collaborative Learning Groups Through the Aid of a Multimedia Approach

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by

Raymond Angry

Cluster 34

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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Date of Final Approval of Report

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ABSTRACT

Developing and Implementing a Model for Improving Global Awareness in the Secondary School With Collaborative Learning Groups Through the Aid of a Multimedia Approach. Angry, Raymond., 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Global Education/Global Awareness Global Community/World Relations Interdependence/Community Geography Organizations/World Affairs/Current Events Collaborative Learning/Multimedia Approach

This practicum aimed to improve global awareness among the students at the writer's middle school. A specific goal was to increase the students' concept of the world and their global perspective. Another goal was to increase the students' geographic knowledge, enabling them to locate world current events and affairs on a map or globe.

Students were taught the geographic locational skills needed for learning the global issues and their localities in the world. The students synthesized facts about global interdependence. They wrote essays. They also wrote reports derived from library research. They each kept a current events notebook throughout the implementation of the Practicum II process. They were provided with 32 weeks of lessons, activities, and projects that were divided into 3 phases.

Outcomes of this Practicum II experience were very positive. All six of the writer's objectives were achieved and surpassed in most areas. His students gained knowledge of global interdependence. Their geographic skills improved greatly. Furthermore, the students have gained an interest in world current events and affairs.

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Raymond Angry (signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The writer's work setting is located in a large county school district which has a student body with cross-cultural representation. This school district is divided into six regions, and the writer's school is located in Region I. The school is a middle school that includes 6th through 8th grade, encompassing 1,400 students, 80 teachers, 8 middle school teams, 8 teacher team leaders, 6 departments, 3 counselors, 3 assistant principals, 1 visiting teacher, 1 school psychologist, 1 principal, and a school-based management cadre. The community, on the most part, consists of lower middle-class families.

Writer's Philosophy and Role

The writer's philosophy involves the belief that the fundamental goal of education is the maximum development of every pupil in the skills necessary for becoming useful and productive citizens of society. Through practical application, students can use their first-hand experiences to build their knowledge, a preparation for their futures.

The writer has several roles at his middle school. First, he is a team leader of 4 core teachers, 3 elective teachers, and 250 pupils. As team leader, he is responsible

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for implementing the team-teaching program and planning the strategies. He also provides a means of learning through interdisciplinary team-teaching, field trips, and counseling programs for students having difficulty. Furthermore, he plans conferences with pupils and their parents to work with any problems the students may have. Secondly, he is a veteran social studies teacher of 18 years and is presently teaching the large auditorium civic class of 100 seventh graders between 11 and 14 years old. Third, he is the United Teachers of Dade (UTD) building steward and represents the faculty at the school site, as well as at all county and state meetings. Fourth, he is the representative of the faculty in the School-Based Management/Shared Decision-Making Body. It manages the operations of the writer's middle school. In this organization, teachers are empowered to make the decisions about the school's curriculum, budget, disciplinary actions, security, and several other areas that enable pupils to receive maximum education. The writer presents proposals that would enhance students' learning and social development. Finally, he is the chairman of the Faculty Club. This club assists teachers in professional and social development at the work setting. He acts as caretaker of faculty members who may be having a problem at work.

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CHAPTER II

STUDY OF THE PROBLEM

Problem Description

A definite problem had developed. Global awareness needed to be increased among the seventh grade pupils of the writer's middle school because they had a poor concept of the world. The writer had found that these students lacked skills and had little or no knowledge of specific global affairs. They were unable to locate the places of world current events and affairs on the map or globe. They had little concept of how the world is becoming more interdependent and how world survival depends on a global perspective. The pupils lacked the geographic skills necessary to gain a global perspective or world view. They were not receiving global education in the social studies curriculum at the middle school. They were unable to identify the way the world is interdependent economically. The students were unable to identify ways countries are fighting world hunger. They had no concept of the importance of a global marketplace or the Middle East oil resources to the world as an energy source. The pupils had limited knowledge about other governments and how those governments' actions affect the peace and safety of the entire world. They had no concept of how important global trading of crops and various resources are to the survival of many countries.

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They had limited knowledge of how major historical events led the world to global interdependence. The students had no concept of the issues concerning world peace, security, and organizations dedicated to achieving this goal. Therefore, these seventh graders lacked instructional strategies that would enable them to increase their global awareness, where in turn a global perspective is developed, making for a well-rounded social studies education.

Problem Documentation

The writer proved this problem was real. He conducted interviews with the teachers in the Social Studies Department. These colleagues unanimously agreed that the students had a poor concept of the world.

Also, a needs assessment by the writer's school district had determined that global awareness was a critical area where pupils were demonstrating poor performance. The district had cited this issue as a subject needing much improvement.

Furthermore, the writer had observed his students' performance when he asked them to locate on a map or globe the countries of current events, and a large number of them could not find those countries. In addition, they were unable to discuss world leaders; world affairs, such as sanctions on South Africa and apartheid; the function of the United Nations; and several other global issues. The pupils'

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geographic skills were so low that it appeared impossible for them to have a global perspective. The writer was appalled to find out that they had gone through elementary school and yet demonstrated such poor global knowledge and almost no geographic skills.

Another form of documentation, designed by the writer, was a global awareness survey (see Appendix A) administered to his 100 students; their responses given to 50 statements had proven that they lacked global knowledge and were unaware of the world's interdependence. For the 2nd statement concerning Saddam Hussein, 60 of the 100 pupils answered that he is the prime minister of England, which revealed that many of them were not aware of world current events. For the 3rd statement concerning China's students demonstrating for democracy, 60 of the pupils responded that a massacre of thousands of those protestors did not occur, which exemplified little knowledge of world historical events. In the 12th statement concerning Puerto Rico, 71 of the 100 students responded that the island is one of the United States, which demonstrated that many of them did not know all the states. In response to the 16th statement, 80 of them answered that the world's countries would have no difficulty surviving independently, which indicated poor global conceptual understanding of the fast-growing interdependence of countries economically, politically, and socially. For the 23rd statement concerning the location of China, 75 of

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Pretest

Table 1

Global Awareness Survey

Statements	Yes	No
1. The world is getting small because of the advancement in technology and communication.	35	65
2. Saddam Hussein is the prime minister of England.	60	40
3. Thousands of students were killed in China for demonstrating for democracy.	40	60
4. China is a capitalist society.	75	25
5. South Africa is a very liberated country.	70	30
6. West Germany is a separate country from East Germany.	45	55
7. The Soviet Union is a democratic society.	63	37
8. The United States' decisions and actions do not affect other countries	27	73
9. The United States do not depend on other countries for economic survival.	90	10
10. The United Nations is an organization that advocates isolationism.	84	16
11. France is located on the continent of Australia.	62	38
12. Puerto Rico is a state in the United States.	71	29
13. England is a communist country.	44	56
14. Vietnam has had a very positive influence on the United States.	32	68
15. Underdeveloped countries usually have very advanced educational systems.	73	27
16. The countries of the world would have no difficultry surviving independently.	80	20
17. The International Monetary Fund (IMF) is an international banking system.	45	55
18. The North Atlantic Treaty Organization (NATO) is an organization that is dedicated to keeping peace in Europe.	61	39
19. There are ten continents of the world.	18	82
20. Switzerland has been a neutral country for many years.	86	14

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Pretest

Statements	Yes	No
21. The unification of Germany is being considered.	71	27
22. Apartheid is a democratic party which fairly rules South Africa.	83	17
23. China is in the Western Hemisphere.	75	25
24. The Persian Gulf is south of Mexico.	60	40
25. Kuwait is a national monument in the United States.	84	16
26. The United States has control of the Panama Canal.	70	30
27. The British will always control Hong Kong, China.	85	15
28. Czechoslovakia has declared independence from the Soviet Union.	59	41
29. Lithuania has very good relations with Mother Russia.	76	24
30. Poland is part of the Soviet Republic.	61	39
31. Russia is only one part of the Soviet Union.	72	28
32. The Indians in Canada are very supportive of the Canadian land policies.	74	26
33. Canada is located in South America.	24	76
34. Canada is located in North America.	14	86
35. Poland is the richest country in the world per capital.	44	56
36. Japan is still an underdeveloped country.	47	53
37. The European Common Market is the largest mall in Europe.	57	43
38. Spain is located north of Africa and south of France.	26	74
39. Africa is the largest country in the world.	86	14
40. Nuclear weapons are not a threat to the global community.	52	48
41. Jerusalem is the center of three major religions: Judaism, Christianity, and Moslem.	47	53

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Pretest

Statements	Yes	No
42. Cherynoboll is a nuclear power plant that caused massive damage and loss of life.	62	38
43. The Berlin Wall symbolized communism and coppression.	26	74
44. The Great Wall of China was built to prctect China from invaders.	61	39
45. Latitude and longitude are imaginary lines that enable man to map and locate.	42	58
46. The equator is a line that separates the North from the South.	47	53
47. The Prime Meridian is an imaginary line that runs through Grenich, England.	44	56
48. The Bermuda Triangle makes up three points in the Canbbean Islands.	40	60
49. Terrorism is a worldwide problem.	27	73
50. The West Bank and Gaza Strp were taken from Syria and Jordan in the 1973 war.	18	82

TOTAL (PERCENTAGES) YES = 55.9%
NO = 44.1%

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the writer's pupils answered that the country is in the Western Hemisphere, which exemplified poor geographic knowledge.

Finally, the local school district had proclaimed the lack of global awareness as a problem for the country and saw the need for more research in the area.

Causative Analysis

The writer saw various causes for poor global awareness. One cause was the lack of knowledge about world current events and their locations. Also, there was a lack of instruction in students' elementary school years about world geography, world affairs, and global interdependence. A third cause was the social studies curriculum did not include global education. Parents did not encourage their children to find out what is happening in the world because many of the parents were not global-minded. The school system was not doing enough to provide global awareness instructional materials for teachers. Another cause of poor global awareness was pupils were not listening to the world news reports. Furthermore, teachers, parents , and community leaders were not providing activities to promote global awareness.

Relationship of the Problem to the Literature

Other professionals had written about the lack of

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knowledge of the world. To begin with, the writer had found that certain authors shared his observation of students needing global education. Kniep (1989) stated that there is an important need for global education because the world is steadily transforming and becoming pluralistic and interdependent. American pupils, through observation by Fleming (1991), are geographically illiterate and do not understand world interdependence. It was found by Helgren (1983) and Stanhope, Dorow, and LaSota (19[illegible]) that many students are ignorant when it comes to naming places and locating various countries. Being a social studies teacher, the writer felt that there was not much emphasis being placed on gaining knowledge of the world. One author who supported that thought was Parker (1989) who had written that the pupils are not learning geography because teachers are not teaching it: "The social studies have been moved to the curriculum sidelines to clear the way for intense, test-driven instruction in reading, writing, and mathematics" (p. 39). There is also a need for instructors to be further trained in teaching about the world. Tucker (1982) shared that observation by writing that teachers lack global education and need the skills for teaching world studies.

Another part of the students' lack of global awareness was their poor concept of the world. Several authors supported this find. Gorter (1987) pointed out that the world lacks harmony, and pupils have a poor global concept.

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There is a need for students, as stated by Hanvey (1982), to have a global perspective with respect for everyone's opinions and views. Peters (1985) had written about the importance of pupils acquiring a good perception of the global community. They are not educated for their future encounter with the world. Not only does the education system put global studies in the background, it also does not push the importance of having a good global perspective. Educators' curricula, as found by Heater (1982), lack studies concerning international understanding. Global education geared toward changing students' attitudes about other nations are needed. In addition to altering their points of view, Tucker (1990) had stressed that the pupils know of the occurrent historic global changes. However, the curricula in the U.S. is not designed to provide the adequate education. American schools have a need to heighten citizenship studies which can help students to deal with these global changes. C. C. Anderson (1982) stated that pupils lack the basic knowledge of world conditions and development. They are ignorant of the earth's environment and natural resources. She also indicated that they do not understand the intertwining effect the political, social, and economic scenes have on the global community.

The final part of the students' lack of global awareness was their ignorance of the world's interdependence. Hartshorne (1990) indicated that the United States served the

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citizens with the idea that the country would be isolated or would not interfere with the rest of the world. But because of the political issues and affairs that directly affect America, pupils need to increase their geographic understanding and their knowledge of the American foreign policy. He went on to write that world geography is more than boundaries and continents. Thus, students need to learn that geography is the study of people, places, areas, and their relationship with one another. Educators are only teaching about places and areas. Hartshorne had also pointed out that geographers have misled their pupils by teaching geography from a continental view; students need to know that the world is an interdependent world.

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CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The writer had worked toward very positive outcomes. His general goals included increasing the students' concept of the world and their global perspective. In conjunction to these goals, his 100 pupils were to gain knowledge that would enable them to develop a global perspective. They were to acquire geographic knowledge that would provide them with the geography skills necessary for locating world current events and affairs on a world map or globe. They also were to develop a global knowledge base that would improve their concept of the world.

Objectives

The following objectives were projected for this practicum. One objective was that the writer's seventh graders will learn the geographic locational skills needed for learning about global issues and their localities in the world. A second objective involved his students' better understanding the concept of global interdependence and identifying ways the world is economically interdependent. The third objective was that they would identify the various types of governments in the world and how those governments' actions can promote or threaten the safety and peace of the

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global community. With this objective, the pupils were to write a report on three of the types of government. Another objective was that they would be able to identify specific persistent problems and conflicts that are plaguing the global community. The fifth objective involved being able to differentiate between developed and underdeveloped nations and third world countries. The final objective was that they would learn how the world is increasingly becoming more interdependent in order to survive (global organizations).

Measurement of Objectives

The tool for measuring the first objective concerning developing geographic locational skills necessary for studying global issues and where they are located was a multiple-choice test designed by the writer (see Appendix B). The evaluation instrument of multiple-choice was selected to test the students' ability to choose the correct response among other possible answers to geographic inquiries. In group standard of performance, 80 of the writer's 100 pupils were expected to achieve 80% accuracy. The evaluation instrument for the second objective about the world's interdependence economically was an essay (see Appendix C). One way of testing knowledge on a specific matter of change from the past--which was global interdependence in this case--is to require writing on the subject, prompting the ability to elaborate and analyze. Thus, the writer chose to

Table 2

Measurement of Objectives

The end result	Evaluation tool	Standard of achievement
The students will study geographic locational skills needed for learning the global issues and their localities in the world.	A multiple-choice test will be developed and graded by the teacher (see appendix B).	In group standard of performance, 80 of the 100 students will be expected to achieve 80% accuracy.
The students will learn about global interdependence and identify ways the world is economically interdependent.	An essay and 5-page report will be assigned and graded by the teacher (see Appendices C and D).	A performance of "C" or better will be expected from 80 of the 100 students.
The students will identify the governments in the world and how those governments' actions affect global safety and peace.	A 5-page report will be assigned and graded by the teacher (see Appendix D).	A performance of "C" or better will be expected from 80 of the 100 students.
The students will identify specific persistent problems and conflicts plaguing the world.	The students will keep a weekly current events notebook which will be graded by the teacher every 4 weeks (see Appendix E).	A performance of "C" or better will be expected from 80 of the 100 students.
The students will differentiate between developed and underdeveloped nations and third world countries.	A library group research project will be assigned and graded by the teacher (see Appendix F).	A performance of "C" or better will be expected from 80 of the 100 students.
The students will learn how the world is becoming more interdependent for survival (global organizations).	A global organizations research paper will be assigned and graded by the teacher (see Appendix G).	A performance of "C" or better will be expected from 80 of the 100 students.

require from his seventh graders an essay as the evaluating tool. A performance of "C" or better was expected from 80 of the 100 students. The measurement for the third objective on the world's governments and their actions which can affect global welfare was a five-page report (see Appendix D). Again, the writer wanted to evaluate his pupils' knowledge on a specific topic, which was then the world governments' positions involving global serenity. A five-page report was enough for describing that subject. A grade of "C" or better was expected from 80 of the students. The evaluation for the fourth objective consisting of persistent problems afflicting the world was a weekly current events notebook (see Appendix E). To keep abreast of what is going on in different societies, a current events update would help. Thus, a notebook was the best weekly current events tool for a pupil watching televised news reports and events and reading materials, such as newspapers and magazines. A grade of "C" or better was expected of 80 students. The measuring tool for the fifth objective involving knowing third world countries and developed and underdeveloped nations was a library group research project (see Appendix F). Because of the great number of nations and countries that exist today, the writer thought that the project would be accomplished more effectively with teamwork. Also, to make sure that every possible nation and country could be researched, he believed that the library would be the one place to hold that

much information. A performance of "C" or better was expected from 80 of the 100 pupils. The evaluating instrument for the sixth and last objective which concerned the world's survival through interdependence was a global organizations research paper (see Appendix G). The writer thought that the topic of global survival interdependence would be best approached by research. A paper on the subject, as mentioned before, truly tests one's knowledge because of the elaboration and analysis involved. Out of 100, 80 of the students were expected to achieve a "C" or better. All of the objectives' assignments were graded according to the writer's school district grading scale: 93-100=A, 83-92=B, 73-82=C, 63-72=D, and 0-62=F.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

In the writer's middle school, global awareness was not being stressed to the seventh grade pupils with poor perception or concept of the world; they lacked geographic skills and did not know of global current events, of how there is a diligent effort for world peace, and of how interdependent the world has become.

The writer had gleaned possible solutions from the literature concerning global awareness. Several authors had written on the topic of how to teach global studies. To better grasp geography, Parker (1989) wrote that it should be taught by using the hands-on approach. This includes practical experiences in lessons and activities. In addition to that particular approach, Macdonald (1990) had pointed out that educators could use media and films made in third world countries as a strategy for teaching geography. The films would also give students basic knowledge of the political, economic, and social conditions of those countries. Grosvenor (1989) wrote that geography should be a vital part of the social studies curriculum. He also believes that more teacher training is necessary for a good geography program.

On the subject of gaining a global perspective, Anderson (1982) pointed out that pupils need to develop the

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ability to project themselves into alternative perspectives because their own views are influenced by their families, society, and culture. They need to be "perspective-conscious." To ensure that the students stay in touch with the world, Peters (1985) indicated that educators should help pupils' global perception by administering lessons and activities on a continuing basis from kindergarten through 12th grade. Another way of providing students with a concept of the world was pointed out by Woyach and Remy (1982). They had written that educators can use the community-based approach as a tool to improve pupils' global perspective. Global education can be taught through the highlighting of the linkages between the individual local community groups, organizations, and businesses with their international counterparts. It should be stressed how each counterpart is interdependent economically, socially, and politically. With the use of the community-based approach, students can learn about the effects that world issues have on the local communities and about things they can do as individuals to benefit the world.

Due to professional growth and years of teaching, the writer had thought of probable solutions that might improve his pupils' concept to the world, thereby increasing their global awareness or world view. One solution involved teaching geography skills that increased his students' ability to locate countries on the globe or map. Additionally, world issues, geographic locational lessons,

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and global interdependence were taught on a systematic basis. Third, world affairs and international relations were taught by using the community resources and parents involving themselves with their children's projects and home assignments. Another solution concerned the pupils writing to pen pals in other countries and sharing what they learned from their newfound friends with the class. A fifth solution was having the students observe their neighborhoods, then writing an essay on the foreign influences. Furthermore, a global awareness poster contest was held; the posters were displayed around the class and the rest of the school. Also, a geography bee for all the seventh graders in the school were conducted. Finally, the writer had a solution which involved his school having an event entitled Awareness Day with parents getting involved in their children's projects and activities.

Description of Selected Solutions

The writer was prepared to try different avenues concerning global education. He utilized various learning styles, teaching techniques, and global awareness lessons and activities. He was also prepared to develop activities, projects, and programs that required parental and community involvement. Furthermore, he taught world history, world current events, geography, and global interdependence. He thought his attempts would work because once his pupils had

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received all the global education he could offer them, their concept of the world would broaden, and they would begin thinking of the world's future survival by planning solutions for world social problems and developing ways to enhance cooperation among different countries in the name of world peace.

The writer took various steps in achieving global awareness for his students. He developed instructional designs and techniques for global education. Global-oriented weekly lesson plans and activities were also created. A multi-media delivery approach was utilized. He developed lessons, activities, and homework that required his pupils to get their parents involved. There was school participation in an event entitled Global Awareness Day. Guest speakers were invited to lecture on global interdependence, world issues, world peace, and other global awareness subjects. He divided his projected time line into three phases which lasted for eight months.

Report of Action Taken

The goal of this practicum was to increase the students' concept of the world and their global perspective. The writer saw a need for them to learn more about global affairs. Additionally, there was a need to improve his pupils' geographic skills because their knowledge of geography was almost nil. Their locational skills for

finding world affairs and current events on the world map or globe were very poor. Finally, the writer saw the need to provide them with instructions for developing a global knowledge base that would improve their concept of the world, which in turn would give them perspective for the future. He believes that world survival depends on today's students viewing the world as a global community and educators providing global studies in their curriculum.

To put this practicum in operation, the writer had taken several actions. The first action taken was a meeting with the principal and administration of his middle school to obtain their authorization for implementation and to have a discussion of his proposal. At this meeting, each administrator was given a copy of the Practicum II proposal for his or her personal records. As always, the principal and curriculum administrator were very receptive, and they provided ideas for the implementation process. At this time, the administration included several of the activities from the writer's proposal in the schoolwide improvement calendar. Also, the administration was actively involved in the activities of this Practicum II experience. After the close of the meeting, approval was granted as well as a budget of $125.00 for materials and supplies.

Secondly, a meeting with the Social Studies Department was arranged. The writer discussed his proposal at great length with the social studies teachers who then requested

that the department be included in some of the activities during his implementation process. A follow-up meeting was held, and the writer informed the Social Studies Department that they would be included in group activities arranged by his pupils, in welcoming global awareness guest speakers, and in a global awareness poster contest.

Third, he informed the faculty of his middle school of the implementation of Practicum II. Several teachers were very interested in global awareness and asked that they be included when guest speakers were invited to speak to large groups. The writer agreed and was grateful for their interest.

Another action taken was a general meeting with the librarian and media specialist of the school to gain their support. The librarian was given a copy of the writer's proposal. An in-depth discussion of the written reports the students were required to do was itemized and clarified. The librarian agreed to provide three instructional sessions to the pupils on the proper utilization of the library. The media specialist was informed of the need for various types of media available at the school site. She was asked to order films, video tapes, and The Miami Herald newspaper once a week (a class set). The writer also gained approval for a global awareness T.V. program.

The fifth action taken involved him notifying the parents of each student of his global awareness project. He

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asked them to purchase for their child an atlas and to encourage their child to watch the evening news as a means of finding out more about world affairs and world current events. The parents were also requested to use the atlas with their child to find the location of these affairs and events. They were further asked to purchase a newspaper at least once a week for their child to use for homework. Each pupil was to bring to class written notes of approval from his or her parents.

Sixth, the writer requested from the public school district, local universities, and community leaders guest speakers for global awareness, a treat for his students. Finally, he developed an 8-month (32 weeks) project of weekly objectives, which was divided into three phases. The project consisted of global awareness lessons with a collaborative learning group instructional approach and the use of a variety of media.

To begin with, in Phase I, the focus was primarily on building the pupils' geographic locational skills. They started out by learning geography skills needed for studying the global issues and their localities in the world. Each student used his or her purchased atlas for studying the localities of countries and continents. To exemplify they identified and located the countries involved in or affected by the Persian Gulf War and the countries that make up the United Nations.

Additionally, the media specialist provided the pupils with computer-assisted instruction in the media center. She had set up the computers with a newly received multi-media encyclopedia computer software in which she networked to six computers. The students used the location and title finders to build their locational skills. This software was further used to write their reports. The pupils were sent to the media center in collaborative learning groups and enjoyed using the computers to increase their geographic locational skills.

They also drew maps on poster boards. The maps were displayed around the classroom.

Furthermore, the students studied the vocabulary and concepts needed for learning global studies. They were required to keep a world affairs current events notebook. In this notebook, they followed the news, kept records of articles, and wrote summaries about world affairs and current events. For instance, they followed the events in the former Soviet Union and kept newspaper clippings in their notebooks.

The focus of Phase II was primarily on how the world is globally interdependent. The pupils learned the definition of global interdependence and identified ways countries are dependent upon each other for their survival. They were given lessons and classroom activities that required them to list goods and services that countries sell to other parts of the world. The writer required that they get their parents

involved by going shopping with them and making a list of items that are imported into the country. The students were then placed in their collaborative learning groups and discussed the items on their lists. They formed a list of the countries where the items were exported from and located them on a map. They identified specific independent countries and analyzed how many of them were dependent on each other for economic survival.

The writer taught his pupils the United States trade policies with selected countries, as well as the actual products being traded with those countries. They made a list of the goods that come from other countries to the U.S. In their collaborative learning groups, they discussed: "What would the United States be like if they did not export and import goods and services?" One group pointed out that there would not be any foreign cars here if the U.S. did not trade with other countries.

The writer also adjusted his students' instructions so that their critical thinking skills would improve. By taking this action, his pupils were better able to understand the concept and ideas of a global community. They identified ways new technology has made countries more interdependent in communication and business. The writer used world current events to develop lessons to help them understand the influences of technology on our global community. They were very surprised to learn that Sanyo, a well-known Japanese

company, formed a billion dollar music contract with the famous American entertainer, Michael Jackson. They also learned how technology has been shared by nations to help solve medical problems.

The students learned about the United Nations: they were taught the structure and functions of the United Nations' agencies; its security, trusteeship, economic, and social councils; its International Court of Justice; and its secretariat. After the lessons on the United Nations, the writer's pupils put on a program in the auditorium, role-playing the United Nations' decision-making process from the General Assembly to the five major agencies. In their role as the United Nations, they discussed world problems that were currently happening. The audience was able to visualize how the United Nations operate.

Furthermore, the students put on a global awareness poster contest, demonstrating their global knowledge through the concepts on their posters.

Phase III's primary focus was on ways nations work together to achieve world peace and safety. The pupils identified several of the problems that are affecting the peace and safety of the world. Then, they studied the ways nations collaborate for global serenity. In this activity, they identified several international and regional organizations that are working toward achieving world peace and stability.

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The writer's students also recognized and differentiated between various developed and underdeveloped nations and third world countries.

Moreover, they learned facts about the Organization of American States (O.A.S.): O.A.S. is an alliance made up of the countries of North, Central, and South America. In collaborative learning groups, they studied problems the O.A.S. was dealing with and shared them with the class.

The pupils learned the purposes of the North Atlantic Treaty Organization (NATO); they were placed in collaborative learning groups to do library research on NATO. After the research was completed, they shared the reports with the class.

In yet another lesson, they learned about the world's religions and their similar characteristics.

Finally, there were two schoolwide programs and four activities held during the Practicum II process. The first school program involved a global awareness assembly in the auditorium. The band played music representative of several countries. The guest speaker was the County Global Awareness Teacher of the Year. He captivated an audience of 300 students, teachers, and parents with his message on global interdependence. As a result of the program, the pupils gained an understanding from him of how the countries of the world must work together as a global community to ensure world peace and safety.

The second school program consisted of a theme entitled "The Future of the World." For this program, the writer's students invited guest speakers for an audience of 150 students, parents, and teachers. They also performed a drama of the United Nations dealing with the problem of controlling the illegal sale of nuclear weapons. Moreover, at this program, the Global Awareness Poster Contest winners were honored, and the Global Awareness Student of the Year was presented with a trophy.

In the first activity, the writer's pupils identified global human rights violations and led a schoolwide letter-writing campaign to Washington D.C., voicing concern.

The second activity involved the writer's students sponsoring a schoolwide Global Awareness Dress-Up Day, in which pupils dressed in the traditional dress of a selected country. Each participant was asked about his or her chosen country and its geographic location.

In the third activity, the writer's students sponsored a schoolwide essay contest with a cash award for the winning essay. The title of the essay was "The Future of the World." The school's pupils were told to get their family involved in the writing of their essay. They did a good job. The writer's students rated the essays and selected the best one with the help of two English teachers.

The fourth activity involved the writer's pupils organizing a Global Awareness Appreciation Program for their

parents. Again a guest speaker spoke on the topic "The Future of the World." Also, at this program, the students reflected on the beginning of the implementation process and pointed out the many ways their parents were involved with their projects. Afterwards, the parents held an international feast. They had brought food and drinks representative of their native countries.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

To summarize, the problem at the writer's workplace was the seventh graders were not receiving a global education. These students were not aware of what was going on around the globe, thus not having the ability to perceive or conceptualize about the world. They also lacked geographic skills which help in gaining a perspective or concept of the world. Because of the lack of global awareness, the seventh graders had not noticed how interdependent the world is; it is a global marketplace consisting of nations conducting economic trade with other nations for prosperity and survival. In addition to global trade, the world is coming together for peace. The writer's solution strategy consisted of instructing his pupils in the area of global studies. Through the aid of a multimedia approach, he, as mentioned previously, developed an 8-month (32 weeks) project of weekly objectives, divided into 3 phases. Within these phases, he put his 100 seventh graders into collaborative learning groups to develop projects and activities that at times included the entire student body. Additionally, his pupils and their parents worked together on home assignments. There was much parental involvement in his practicum.

The results of the writer's practicum were very

positive. He administered to his 100 students a global awareness survey with 50 statements that measured their knowledge of the global community. A large percentage of the statements require a response of "no." In the first administration of the survey, only 44.1% (in Table 1) of the responses were "no" while 55.9% were "yes." At the end of the 8-month (32 weeks) implementation of lessons and activities geared toward increased global awareness, the survey was again administered to the pupils. This time, 58.84% of the responses were "no" while only 41.16% were "yes." In the pretest, the majority of the writer's students demonstrated poor knowledge of how advances in technology have made the world smaller. Also, 60 of them did not know who Saddam Hussein was. The results of the posttest demonstrated that the pupils gained knowledge which increased their global awareness. In addition, they learned more about the purpose of the United Nations and its organizations.

At the beginning of Phase I, the first month and week of implementation, the writer tested his students on the first objective, which measured their knowledge of the global issues and their localities in the world. The tool used was a geographic locational skills test with each of the 25 statements providing 4 geographic terms to choose from. The grading scale used was the following: 90-100=A, 80-89=B, 70-79=C, 60-69=D, and 0-59=F. In the pretest, the 100 students achieved a mean score of 50% correct, which is an

Table 3

Global Awareness Survey

STATEMENTS	Pretest Y	Pretest N	Post test Y	Post test N
1. The world is getting small because of the advancement in technology and communication.	35	65	83	17
2. Saddam Hussein is the prime minister of England.	60	40	0	100
3. Thousands of students were killed in China for demonstrating for democracy.	40	60	93	07
4. China is a capitalist society.	75	25	13	87
5. South Africa is a very liberated country.	70	30	22	78
6. West Germany is a separate country from East Germany.	45	55	07	93
7. The Soviet Union is a democratic society.	63	37	88	12
8. The United States' decisions and actions do not affect other countries	27	73	4	96
9. The United States do not depend on other countries for economic survival.	90	10	10	90
10. The United Nations is an organization that advocates isolationism.	84	16	11	89
11. France is located on the continent of Australia.	62	38	01	99
12. Puerto Rico is a state in the United States.	71	29	33	67
13. England is a communist country.	44	56	09	91
14. Vietnam has had a very positive influence on the United States.	32	68	18	82
15. Underdeveloped countries usually have very advanced educational systems.	73	27	05	95
16. The countries of the world would have no difficultry surviving independently.	80	20	17	83
17. The International Monetary Fund (IMF) is an international banking system.	45	55	68	32
18. The North Atlantic Treaty Organization (NATO) is an organization that is dedicated to keeping peace in Europe.	61	39	78	22
19. There are ten continents of the world.	18	82	0	100
20. Switzerland has been a neutral country for many years.	86	14	97	07

Statements	Y	N	Y	N
21. The unification of Germany is being considered.	71	27	98	02
22. Apartheid is a democratic party which fairly rules South Africa.	83	17	13	87
23. China is in the Western Hemisphere.	75	25	15	85
24. The Persian Gulf is south of Mexico.	60	40	03	97
25. Kuwait is a national monument in the United States.	84	16	0	100
26. The United States has control of the Panama Canal.	70	30	09	91
27. The British will always control Hong Kong, China.	85	15	17	83
28. Czechoslovakia has declared independence from the Soviet Union.	59	41	26	74
29. Lithuania has very good relations with Mother Russia.	76	24	22	78
30. Poland is part of the Soviet Republic.	61	39	19	81
31. Russia is only one part of the Soviet Union.	72	28	97	03
32. The Indians in Canada are very supportive of the Canadian land policies.	74	26	94	06
33. Canada is located in South America.	24	76	0	100
34. Canada is located in North America.	14	86	99	01
35. Poland is the richest country in the world per capital.	44	56	63	37
36. Japan is still an underdeveloped country.	47	53	14	86
37. The European Common Market is the largest mall in Europe.	57	43	02	98
38. Spain is located north of Africa and south of France.	26	74	36	64
39. Africa is the largest country in the world.	86	14	07	93
40. Nuclear weapons are not a threat to the global community.	52	48	02	98
41. Jerusalem is the center of three major religions: Judaism, Christianity, and Moslem.	47	53	14	86

Statements	Y	N	Y	N
42. Cherynoboll is a nuclear power plant that caused massive damage and loss of life.	62	38	87	13
43. The Berlin Wall symbolized communism and oppression.	26	74	97	03
44. The Great Wall of China was built to protect China from invaders.	61	39	20	80
45. Latitude and longitude are imaginary lines that enable man to map and locate.	42	58	92	08
46. The equator is a line that separates the North from the South.	47	53	96	04
47. The Prime Meridian is an imaginary line that runs through Grenich, England.	44	56	96	04
48. The Bermuda Triangle makes up three points in the Caribbean Islands.	40	60	79	21
49. Terrorism is a worldwide problem.	27	73	96	04
50. The West Bank and Gaza Strip were taken from Syria and Jordan in the 1973 war.	18	82	92	08

TOTAL (PERCENTAGES) YES = 41.6%
NO = 58.84%

Table 4

Comparative Results of the Geographic Locational Skills Test

	Pretest			Post test		
Pupil	% Correct	# Correct	Grade	% Correct	# Correct	Grade
1	76	19	C	100	25	A
2	76	19	C	100	25	A
3	76	19	C	100	25	A
4	76	19	C	100	25	A
5	76	19	C	100	25	A
6	72	18	C	100	25	A
7	72	18	C	100	25	A
8	72	18	C	100	25	A
9	72	18	C	100	25	A
10	72	18	C	100	25	A
11	68	17	D	100	25	A
12	68	17	D	96	24	A
13	68	17	D	96	24	A
14	68	17	D	96	24	A
15	68	17	D	96	24	A
16	68	17	D	96	24	A
17	64	16	D	96	24	A
18	64	16	D	96	24	A
19	64	16	D	96	24	A
20	64	16	D	96	24	A
21	64	16	D	96	24	A
22	64	16	D	96	24	A
23	64	16	D	96	24	A
24	60	15	D	96	24	A
25	60	15	D	96	24	A
26	60	15	D	92	23	A
27	60	15	D	92	23	A
28	60	15	D	92	23	A
29	60	15	D	92	23	A
30	56	14	F	92	23	A
31	56	14	F	92	23	A
32	56	14	F	92	23	A
33	56	14	F	92	23	A
34	56	14	F	92	23	A
35	56	14	F	92	23	A
36	56	14	F	92	23	A
37	56	14	F	92	23	A
38	52	13	F	88	22	B
39	52	13	F	88	22	B
40	52	13	F	88	22	B
41	52	13	F	88	22	B
42	52	13	F	88	22	B
43	52	13	F	88	22	B
44	52	13	F	88	22	B
45	52	13	F	88	22	B
46	52	13	F	88	22	B
47	52	13	F	88	22	B
48	52	13	F	88	22	B
49	52	13	F	88	22	B
50	52	13	F	88	22	B

Table 4 - P.2

Comparative Results of the Geographic Locational Skills Test

	Pretest				Post test		
Pupil	% Correct	# Correct	Grade	Pupil	% Correct	# Correct	Grade
51	52	13	F	51	88	22	B
52	52	13	F	52	84	21	B
53	52	13	F	53	84	21	B
54	52	13	F	54	84	21	B
55	52	13	F	55	84	21	B
56	52	13	F	56	84	21	B
57	52	13	F	57	84	21	B
58	52	13	F	58	84	21	B
59	48	12	F	59	84	21	B
60	48	12	F	60	84	21	B
61	48	12	F	61	84	21	B
62	48	12	F	62	84	21	B
63	48	12	F	63	84	21	B
64	48	12	F	64	84	21	B
65	48	12	F	65	84	21	B
66	48	12	F	66	84	21	B
67	48	12	F	67	84	21	B
68	48	12	F	68	84	21	B
69	48	12	F	69	84	21	B
70	44	11	F	70	80	20	B
71	44	11	F	71	80	20	B
72	44	11	F	72	80	20	B
73	44	11	F	73	80	20	B
74	44	11	F	74	80	20	B
75	40	10	F	75	80	20	B
76	40	10	F	76	80	20	B
77	40	10	F	77	80	20	B
78	40	10	F	78	80	20	B
79	36	9	F	79	80	20	B
80	36	9	F	80	80	20	B
81	36	9	F	81	80	20	B
82	36	9	F	82	80	20	B
83	36	9	F	83	80	20	B
84	32	8	F	84	80	20	B
85	32	8	F	85	80	20	B
86	32	8	F	86	76	19	C
87	32	8	F	87	76	19	C
88	28	7	F	88	76	19	C
89	28	7	F	89	76	19	C
90	28	7	F	90	72	18	C
91	28	7	F	91	72	18	C
92	24	6	F	92	72	18	C
93	24	6	F	93	72	18	C
94	24	6	F	94	72	18	C
95	20	5	F	95	72	18	C
96	20	5	F	96	72	18	C
97	20	5	F	97	72	18	C
98	16	4	F	98	72	18	C
99	16	4	F	99	72	18	C
100	12	3	F	100	72	18	C
MEAN SCORE	50	12.5	F		87	21.5	B

average grade of "F." At the end of Phase I, the second month and eighth week of implementation, a posttest was administered. The mean score increased to 87% correct, which is an average grade of "B." The score exceeded the writer's expectations. He expected 80% accuracy of 80 of the 100 pupils. In the pretest, none of them achieved a grade of "A" or "B." In the posttest, 38 students received a grade of "A," 47 received a grade of "B," and 15 received a grade of "C." A comparative grade distribution of the geographic locational skills test (in bar graph style) was composed to echo the dramatic change to those positive results.

For the second objective that measured the pupils' knowledge of global interdependence and ways the world is economically interdependent, the writer required from them an essay. This assignment was first given at the beginning of Phase II, the third month and ninth week of implementation. The students were evaluated on eight areas of essay writing. The essay was scored on a performance scale and points system: four points for "excellent," three points for "good," two points for "fair," and one point for "poor" (the remaining four objectives were evaluated in the same manner). The total number of points for "excellent" in the 8 areas was only 11, 136 points for "good," 330 for "fair," and 323 for "poor." When the posttest was administered at the end of Phase II, the 6th month and 21st week of implementation, the total number of points for "excellent" in the 8 areas of

Figure 1

Geographic Locational Skills Test- Comparative Results

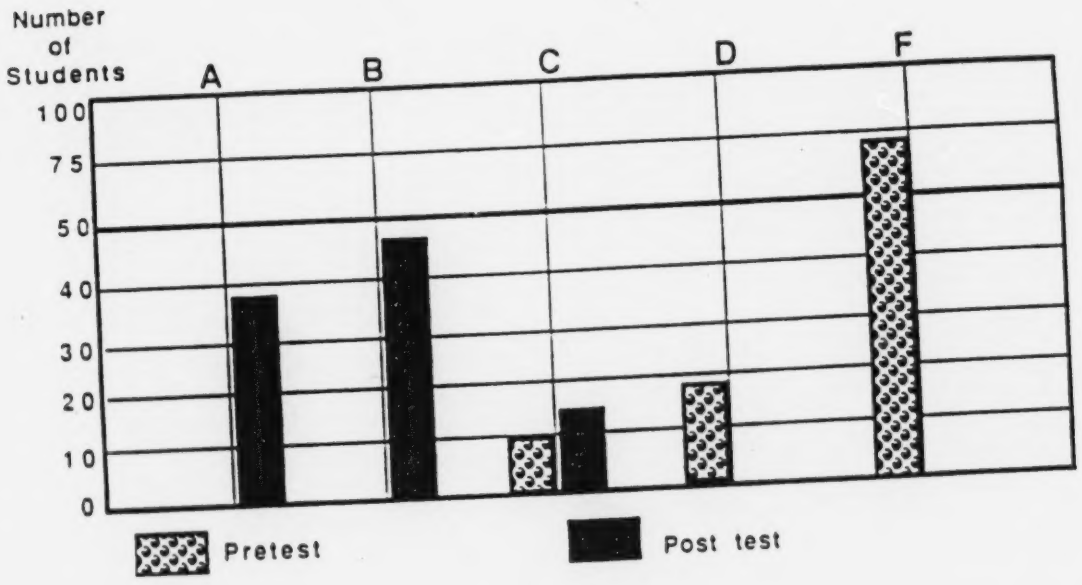

Figure Caption

• Comparative Grade Distribution

Table 5

Essay Scoring Checklist

(Pretest Phase II)

1= Poor 2= Fair 3= Good 4= Excellent	Excellent	Good	Fair	Poor
1. Presentation of ideas	1 4	21 3	40 2	38 1
2. Examples of ideas and supporting details	2 4	19 3	31 2	48 1
3. Organization and logical arrangement of thoughts	0 4	19 3	43 2	38 1
4. Creativity in thinking	2 4	10 3	37 2	51 1
5. Sentence structure	2 4	20 3	47 2	31 1
6. Mechanics	3 4	16 3	49 2	32 1
7. Demonstration of knowledge growth in global perspective	1 4	10 3	45 2	44 1
8. Demonstration of knowledge in global interdependence	0 4	21 3	38 2	41 1
TOTAL	**11**	**136**	**330**	**323**
PERCENT OF TOTAL	**1%**	**17%**	**41%**	**40%**

Table 6

Essay Scoring Checklist

(Post test Phase II)

1= Poor 2= Fair 3= Good 4= Excellent	Excellent	Good	Fair	Poor
1. Presentation of ideas	30 4	39 3	21 2	10 1
2. Examples of ideas and supporting details	37 4	38 3	16 2	09 1
3. Organization and logical arrangement of thoughts	48 4	36 3	10 2	06 1
4. Creativity in thinking	18 4	48 3	18 2	16 1
5. Sentence structure	31 4	40 3	19 2	10 1
6. Mechanics	35 4	43 3	15 2	07 1
7. Demonstration of knowledge growth in global perspective	22 4	37 3	30 2	11 1
8. Demonstration of knowledge in global interdependence	39 4	44 3	10 2	07 1
TOTAL	**260**	**325**	**139**	**76**
PERCENT OF TOTAL	**32%**	**41%**	**17%**	**10%**

essay writing increased to 260; the number of points for "good" increased to 325. There was a decrease to 139 points for "fair" and 76 points for "poor." The results of the posttest demonstrated that the standard of performance set by the writer was achieved. He expected 80 of his 100 pupils to perform with a grade of "C" or better; this objective was definitely achieved. In the pretest, they had very little knowledge of global interdependence. The posttest demonstrated considerable knowledge growth. The writer composed another way of comparing the results of the first and second administrations of the essay: a performance distribution in the form of a line graph. The pretest line was low in the ranges of "excellent" and "good" and increased in the ranges of "fair" and "poor." The line for the posttest was higher than the pretest line in the ranges of "excellent" and "good" and decreased in the ranges of "fair" and "poor."

The writer's third objective was concerned with his pupils being able to identify the world governments and their actions affecting global safety and peace. This objective was measured according to the 100 students' performance on a written report, which was evaluated in 7 areas. The report was first given in Phase II, the 4th month and 16th week of implementation; the report was again administered in Phase III, the 6th month and 24th week of implementation. The writer expected 80 of them to earn a grade of "C" or better.

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Figure 2

Essay Scoring Checklist - Comparative Results

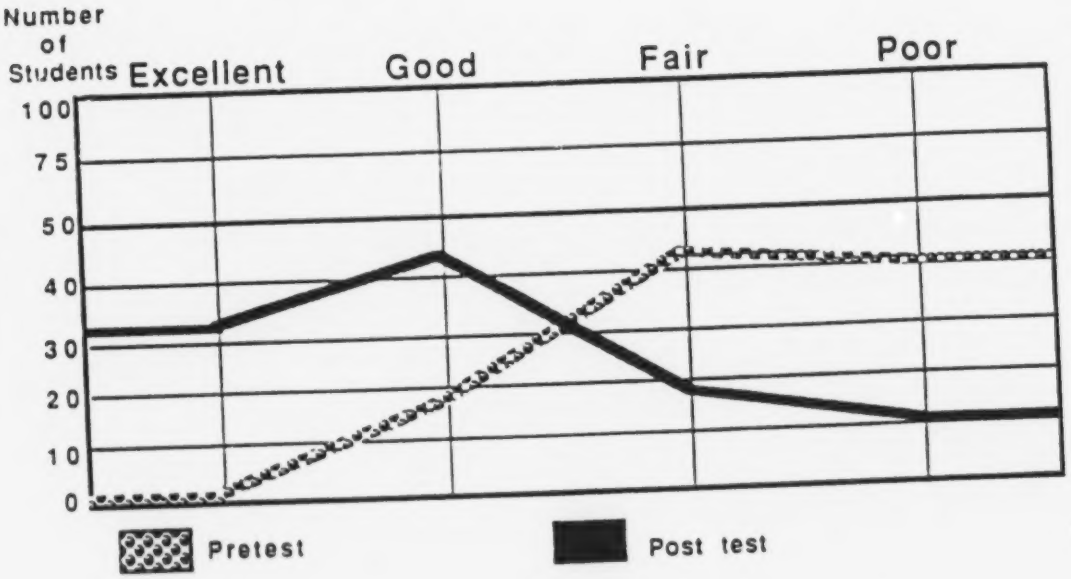

Figure Caption

• Performance Distribution

The pretest and posttest results were very similar. In terms of percent, the total for "excellent" was 47% in both administrations of the written report. There was a total of 39% for "good" in the pretest and 40% in the posttest, a difference of only 1%. In the "fair" column, there was 11% in the pretest and 10% in the posttest, a difference of only 1% again. The percentage for the "poor" column in both tests was 3%. A performance distribution portrayed the same results in the manner of number of pupils. The writer chose to distribute the results in a bar graph because in a line graph, the pretest and posttest lines would have created one line, exemplifying the almost identical results of both tests.

The fourth objective involved the students' ability to identify specific persistent problems and conflicts plaguing the world. This objective was measured according to their performances on their current events notebook. At the end of Phase I, the second month and eighth week of implementation, the writer evaluated his pupils' notebooks in six areas. Only 14% of them were excellent, 24% of them were good, 35% were fair, and 27% were poor. At the end of Phase II, the 6th month and 21st week of implementation, the notebooks were evaluated again. This time, 24% ofthem were excellent, 37% were good, 30% were fair, and 9% were poor. At the end of Phase III, the 8th month and 32nd week of implementation, the current events notebooks were evaluated for the third and

Table 7

Written Report Scoring Checklist

(Phase II: 16th Week of Implementation)

	Excellent	Good	Fair	Poor
1. Organization of ideas	36 4	44 3	15 2	05 1
2. Table of contents	53 4	39 3	07 2	01 1
3. Mechanics	46 4	38 3	14 2	02 1
4. Use of proper attributions in citing the authors	38 4	43 3	13 2	06 1
5. Use of three or more sources of information	49 4	37 3	11 2	03 1
6. List of references	56 4	37 3	06 2	01 1
7. Demonstrate knowledge growth from research	53 4	32 3	13 2	02 1
TOTAL	331	270	79	20
PERCENT OF TOTAL	47%	39%	11%	03%

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Table 8

Written Report Scoring Checklist

(Phase III: 24th Week of Implementation)

	Excellent	Good	Fair	Poor
1. Organization of ideas	41 4	38 3	19 2	02 1
2. Table of contents	60 4	30 3	09 2	01 1
3. Mechanics	49 4	37 3	10 2	04 1
4. Use of proper attributions in citing the authors	32 4	39 3	20 2	09 1
5. Use of three or more sources of information	56 4	43 3	01 2	0 1
6. List of references	44 4	48 3	06 2	02 1
7. Demonstrate knowledge growth from research	50 4	42 3	04 2	04 1
TOTAL	332	277	69	22
PERCENT OF TOTAL	47%	40%	10%	03%

Figure 3

Written Report Scoring Checklist - Comparative Results

(Phase II and Phase III)

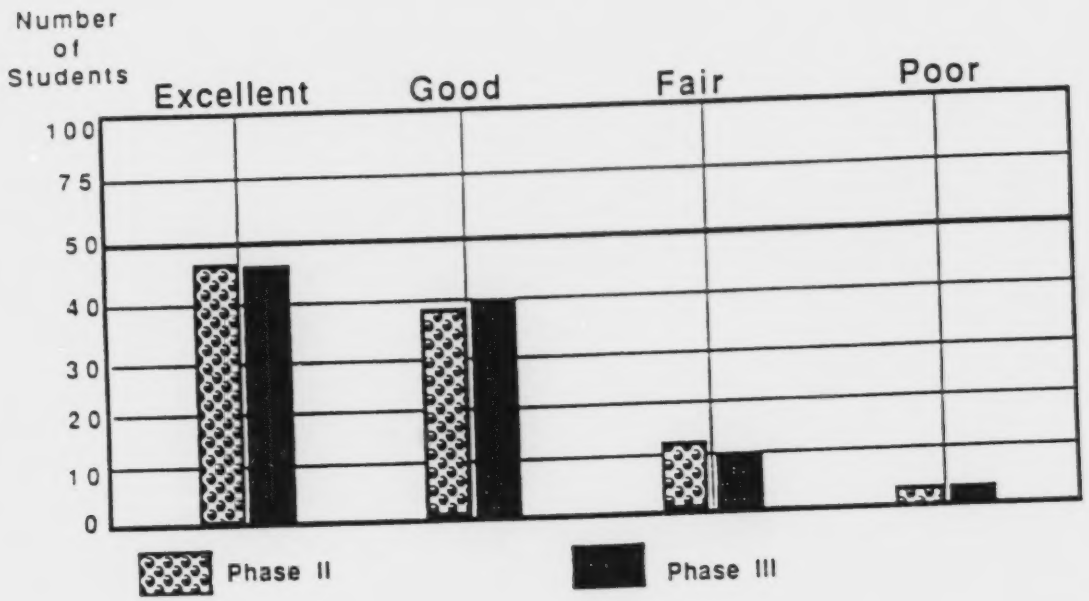


Figure Caption

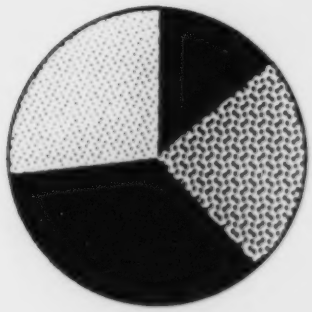
Comparison of Performance

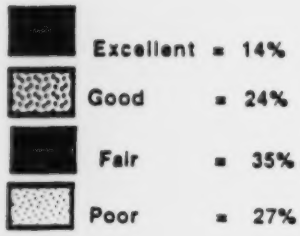
Figure 4

Current Events Notebook Scoring Checklist

(End of Phase I: Eighth Week of Implementation)

1= Poor
2= Fair
3= Good
4= Excellent





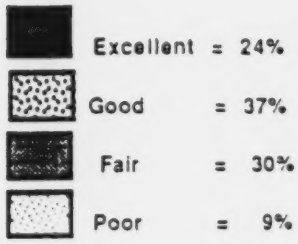
TOTAL	85	142	212	161
PERCENT OF TOTAL	14%	24%	35%	27%

Figure 5

Current Events Notebook Scoring Checklist

(End of Phase II: 21st Week of Implementation)

1= Poor
2= Fair
3= Good
4= Excellent



TOTAL	145	225	178	52
PERCENT OF TOTAL	24%	37%	30%	9%

final time. This evaluation was even better than the second one: 34% of the notebooks were excellent, 42% were good, 20% were fair, and 4% were poor. A pie graph of the results of the three evaluations were made for reinforcement. The writer also composed a comparative performance distribution of the current events notebook. It was in the form of a line graph. The lines of Phase I, II, and III portrayed the increasingly good results of the three evaluations. With these findings, there was no question of 80 of the 100 students earning a grade of "C" or better.

In the fifth objective, the writer measured his pupils' ability to differentiate between developed and underdeveloped nations and third world countries. In the third and last phase of the global awareness implementation, they were given a library group research project, and it was expected that out of 100, 80 of them would achieve a grade of "C" or better. They were divided into 17 groups: 16 groups with 6 members each and 1 group with 4 members. Each group received a collective grade. The library group research projects were evaluated in five areas. In terms of percent, 60% of the projects were excellent, 32% were good, 7% were fair, and 1% were poor. The standard of achievement was definitely met.

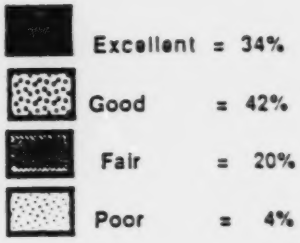
For the sixth and final objective, the writer measured his students' knowledge of how the world is becoming more interdependent for survival in the form of global organizations. To measure this objective, he required them

Figure 6

Current Events Notebook Scoring Checklist

(End of Phase III: 32nd Week of Implementation)

1= Poor
2= Fair
3= Good
4= Excellent



TOTAL	201	255	117	27
PERCENT OF TOTAL	34%	42%	20%	4%

Figure 7

Current Events Scoring Checklist Comparative Results

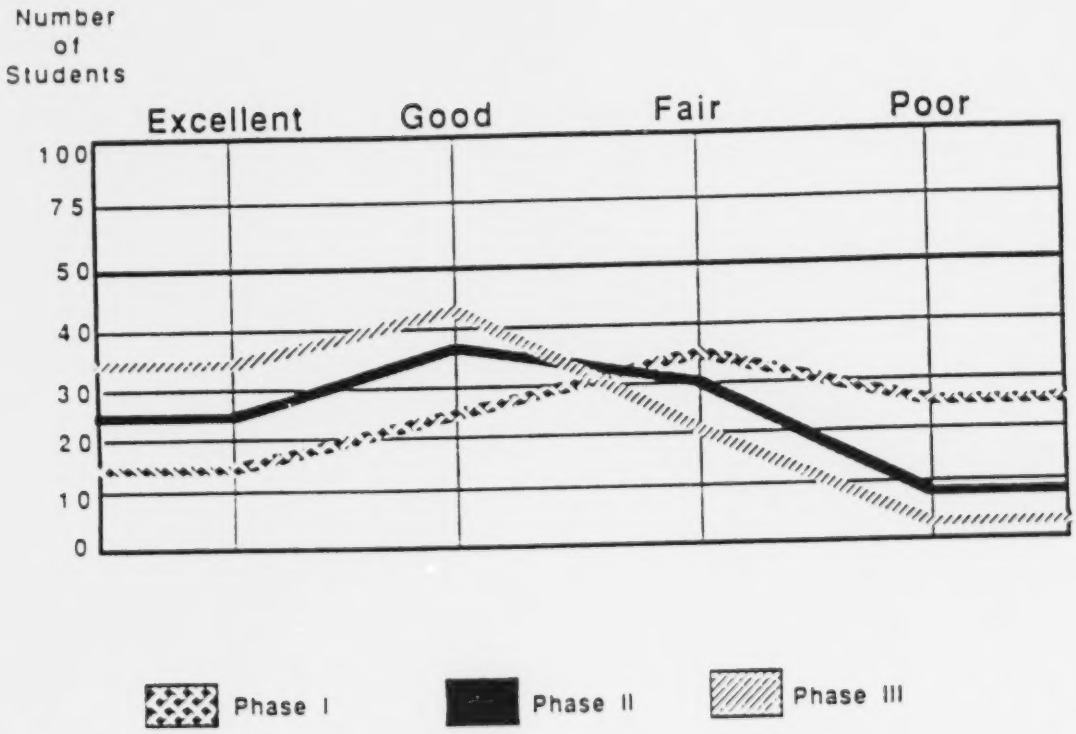


Table 9

Library Group Research Project Scoring Checklist

(Phase III)

17 groups (16 groups of 6 members and 1 group of 4 members)

	Excellent	Good	Fair	Poor
1. Participation of group members	11 4	04 3	02 2	0 1
2. Content of group ideas with examples and supporting details	13 4	04 3	0 2	0 1
3. Group expression	09 4	06 3	01 2	01 1
4. Mechanics	04 4	10 3	03 2	0 1
5 Demonstration of knowledge growth	14 4	03 3	0 2	0 1
TOTAL	51	27	06	01
PERCENT OF TOTAL	60%	32%	7%	1%

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to write a global organizations research paper. He expected a performance of "C" or better from 80 of his 100 pupils. They were evaluated according to their performance in six areas. In terms of percent, 54% of the research papers were excellent, 42% were good, 4% were fair, and 0% were poor. Again, the standard of achievement was reached.

Discussion

The writer had found that educators can improve students' global awareness. They can be taught those geographic skills necessary for learning about the world. Instructions can be designed so that pupils would enjoy learning facts about the world they live in. The use of collaborative learning groups and a multimedia approach were very effective teaching techniques or strategies that motivated the students to learn. The writer had also discovered that when parents were actively involved in their children's projects and activities, the pupils had greater success. In this practicum, the students were required to follow the world news reports with their parents' supervision. They were more interested because their parents were watching or reading with them. The pupils were frequently placed in collaborative learning groups and worked together on a school T.V. program. They were required to spend time in the media center to gather their material for the T.V. program. This activity motivated them to learn more

Table 10

Global Organization Research Paper Scoring Checklist

(Phase III)

	Excellent	Good	Fair	Poor
1. Presentation of findings	46 4	42 3	12 2	0 1
2. Expression of orgazational purposes and goals	53 4	43 3	04 2	0 1
3. Content	51 4	48 3	01 2	0 1
4. Conclusion	60 4	43 3	04 2	02 1
5. Mechanics	53 4	47 3	03 2	0 1
6 Demonstration of knowledge growth	62 4	35 3	3 2	0 1
TOTAL	325	249	24	02
PERCENT OF TOTAL	54%	42%	4%	0%

about global awareness.

Yes, the writer's goals, objectives, and expectations were met with great success. He served more or less as the facilitator during the implementation of Practicum II. His students improved their global awareness and gained an understanding of their world.

Recommendations

The writer has the following recommendations:

1. Global awareness programs should be included in the school improvement plan.
2. Global education should be a part of the social studies curriculum.
3. Parental involvement should be encouraged to improve student knowledge of the global community.
4. A yearly schoolwide global awareness program should be developed.
5. Global awareness should be a cross-curriculum project during "Global Awareness Week."
6. A survey should be administered at the beginning of the school year to measure pupils' knowledge of their global community.
7. All teachers across the curricula should be required to include global education lessons in their lesson plans at least once a month.
8. Geography should be a subject offered at every middle

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school.

Dissemination

The writer's Practicum II Report will be shared with the Social Studies Department in his middle school. Also, this report will be shared with several neighboring middle schools. He will further share his practicum with the School District Region I and the County Social Studies Department.

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APPENDIX A

GLOBAL AWARENESS SURVEY

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Global Awareness Survey

Directions: Write yes or no on the line provided.

_____ 1. The world is getting small because of the advancement in technology and communication.
Yes No

_____ 2. Saddam Hussein is the prime minister of England.
Yes No

_____ 3. Thousands of students were killed in China for demonstrating for democracy.
Yes No

_____ 4. China is a capitalist society.
Yes No

_____ 5. South Africa is a very liberated country.
Yes No

_____ 6. West Germany is a separate country from East Germany.
Yes No

_____ 7. The Soviet Union is a democratic society.
Yes No

_____ 8. The United States' decisions and actions do not affect other countries.
Yes No

_____ 9. The United States do not depend on other countries for economic survival.
Yes No

_____10. The United Nations is an organization that advocates isolationism.
Yes No

_____11. France is located on the continent of Australia.
Yes No

_____12. Puerto Rico is a state in the United States.
Yes No

_____13. England is a communist country.
Yes No

_____14. Vietnam has had a very positive influence on the United States.

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Yes No

_____15. Underdeveloped countries usually have very advanced educational systems.
Yes No

_____16. The countries of the world would have no difficulty surviving independently.
Yes No

_____17. The International Monetary Fund (IMF) is an international banking system.
Yes No

_____18. The North Atlantic Treaty Organization (NATO) is an organization that is declared to keeping peace in Europe.
Yes No

_____19. There are ten continents of the world.
Yes No

_____20. Switzerland has been a neutral country for many years.
Yes No

_____21. The reunification of Germany is being considered.
Yes No

_____22. Apartheid is a democratic party which fairly rules South Africa.
Yes No

_____23. China is in the Western Hemisphere.
Yes No

_____24. The Persian Gulf is south of Mexico.
Yes No

_____25. Kuwait is a national monument in the United States.
Yes No

_____26. The United States has control of the Panama Canal.
Yes No

_____27. The British will always control Hong Kong, China.
Yes No

_____28. Czechoslovakia has declared independence from the Soviet Union.
Yes No

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_____29. Lithuania has very good relations with Mother Russia.
Yes No

_____30. Poland is part of the Soviet Republic.
Yes No

_____31. Russia is only one part of the Soviet Union.
Yes No

_____32. The Indians in Canada are very supportive of the Canadian land policies.
Yes No

_____33. Canada is located in South America.
Yes No

_____34. Canada is located in North America.
Yes No

_____35. Poland is the richest country in the world per capital.
Yes No

_____36. Japan is still an underdeveloped country.
Yes No

_____37. The European Common Market is the largest mall in Europe.
Yes No

_____38. Spain is located north of Africa and south of France.
Yes No

_____39. Africa is the largest country in the world.
Yes No

_____40. Nuclear weapons are not a threat to the global community.
Yes No

_____41. Jerusalem is the center of three major religions: Judaism, Christianity, and Moslem.
Yes No

_____42. Chernobyl is a nuclear power plant that caused massive damage and loss of life.
Yes No

_____43. The Berlin Wall symbolized communism and oppression.
Yes No

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_____44. The Great Wall of China was built to protect China from invaders.
Yes No

_____45. Latitude and longitude are imaginary lines that enable man to map and locate.
Yes No

_____46. The equator is a line that separates the North from the South.
Yes No

_____47. The Prime Meridian is an imaginary line that runs through Grenich, England.
Yes No

_____48. The Bermuda Triangle makes up three points in the Caribbean Islands.
Yes No

_____49. Terrorism is a worldwide problem.
Yes No

_____50. The West Bank and Gaza Strip were taken from Syria and Jordan in the 1973 war.
Yes No

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APPENDIX B

GEOGRAPHIC LOCATIONAL SKILLS TEST

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Geographic Locational Skills Test

Directions: Write the correct letter on the line preceded by each statement.

___ 1. The United States is located in the _____ Hemisphere.
A. Eastern
B. Western
C. Southern
D. Lower

___ 2. To locate places on globes and maps, geographers use a series of imaginary lines called _____.
A. dashes
B. circles
C. pencil lines
D. longitudinal and latitudinal lines

___ 3. Mexico is one of the richer nations in _____.
A. Latin America
B. Europe
C. South America
D. Asia

___ 4. _____, the island located directly east of the Dominican Republic, is a territory of the U.S.
A. Mexico
B. Canada
C. Puerto Rico
D. England

___ 5. Countries such as Spain, Italy, and Greece are located along the _____ Sea.
A. Caspian
B. Mediterranean
C. China
D. Black

___ 6. Norway, Sweden, and Finland are West European countries which are referred to as _____ countries.
A. Scandinavian
B. Soviet Union
C. village
D. third world

___ 7. The British Isles are located in _____ Europe, and the English Channel and St. George's Channel is located south of these isles.
A. western
B. eastern
C. northeastern
D. southern

___ 8. The _____ is/are made up of England, Wales, Scotland, and northern Ireland.
A. Arab nations
B. United Kingdom
C. South America
D. Scandinavian Shield

___ 9. _____ is the largest European country west of the Soviet Union.

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A. Portugal
B. Honduras
C. France
D. Wales

___10. The Netherlands, Belgium, and Luxembourg are called the _____ because they are in the lowest part of northern Europe.
A. high countries
B. lower countries
C. east port countries
D. southern countries

___11. The _____ is the largest country in the world, is located in eastern Europe, and is also a part of Asia.
A. Soviet Union
B. China
C. Libya
D. Egypt

___12. The country of South Africa is located at the tip of _____.
A. Africa
B. Europe
C. Iraq
D. Morocco

___13. Nigeria is located in the western part of _____.
A. Ethiopia
B. Africa
C. Britain
D. Angola

___14. India is part of a region called the South Asian _____.
A. Mainland
B. Plateau
C. Subcontinents
D. Main Continents

___15. Eastern Europe and the Soviet Union make up a large region that stretches from the _____ Sea to the Pacific Ocean.
A. Red
B. Black
C. Baltic
D. Adriatic

___16. _____ is the largest country in Asia.
A. China
B. England
C. Nigeria
D. Poland

___17. Afghanistan is located _____ of Pakistan.
A. south
B. north
C. east
D. west

___18. Pakistan is located _____ of India.
A. north
B. south
C. east
D. west

___19. _____ protrudes into the country of India.
A. Bangladesh
B. Angola
C. Iran
D. Austria

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___20. Poland, Czechoslovakia, Romania, and Yugoslavia are called _____ countries.
A. Slovak
B. American
C. Scandinavian
D. lower

___21. Czechoslovakia and Hungary are neighbors, and both of these countries are _____.
A. coastal countries
B. landlocked countries
C. satellite countries
D. Mediterranean countries

___22. Egypt, Libya, Algeria, Tunisia, and Morocco are located in _____.
A. North Africa
B. South Africa
C. eastern Europe
D. southern Europe

___23. Italy is an _____ that protrudes into the Mediterranean Sea.
A. island
B. peninsula
C. city
D. archipelago

___24. Iraq, Iran, Saudi Arabia, Kuwait, Israel, Syria, and Jordan are all _____ countries.
A. North European
B. North African
C. Middle Eastern
D. Baltic Sea

___25. Australia is the only country that is also a _____.
A. village
B. continent
C. British island
D. volcano

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Key for the Geographic Locational Skills Test

1. B
2. D
3. A
4. C
5. B
6. A
7. A
8. B
9. C
10. B
11. A
12. A
13. B
14. C
15. C
16. A
17. B
18. A
19. A
20. A
21. B
22. A
23. B
24. C
25. B

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APPENDIX C

ESSAY SCORING CHECKLIST

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Essay Scoring Checklist

Directions: Check the line by the score that best describes, in your opinion, the content of the essay.

	Exellent	Good	Fair	Poor
1. Presentation of ideas	___4	___3	___2	___1
2. Examples of ideas and supporting details	___4	___3	___2	___1
3. Organization and logical arrangement of thoughts	___4	___3	___2	___1
4. Creativity in thinking	___4	___3	___2	___1
5. Sentence structure	___4	___3	___2	___1
6. Mechanics				
a. Grammar	___4	___3	___2	___1
b. Punctuation	___4	___3	___2	___1
c. Use of language	___4	___3	___2	___1
7. Demonstration of knowledge growth in global perspective	___4	___3	___2	___1
8. Demonstration of knowledge in global interdependence	___4	___3	___2	___1

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APPENDIX D

WRITTEN REPORT SCORING CHECKLIST

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Written Report Scoring Checklist

Directions: Check the line by the score that best describes, in your opinion, the content of the written report.

	Excellent	Good	Fair	Poor
1. Organization of ideas	___4	___3	___2	___1
2. Table of contents	___4	___3	___2	___1
3. Mechanics				
a. Grammar	___4	___3	___2	___1
b. Punctuation	___4	___3	___2	___1
c. Use of language	___4	___3	___2	___1
4. Use of proper attributions in citing the authors	___4	___3	___2	___1
5. Use of three or more sources of information	___4	___3	___2	___1
6. List of references	___4	___3	___2	___1
7. Amount of knowledge growth from research	___4	___3	___2	___1

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APPENDIX E

CURRENT EVENTS NOTEBOOK SCORING CHECKLIST

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Current Events Notebook Scoring Checklist

Directions: Check the line by the score that best describes, in your opinion, the content of the current events notebook.

	Excellent	Good	Fair	Poor
1. Neatness	___4	___3	___2	___1
2. Content	___4	___3	___2	___1
3. Written summary	___4	___3	___2	___1
4. Mechanics				
a. Grammar	___4	___3	___2	___1
b. Punctuation	___4	___3	___2	___1
c. Use of language	___4	___3	___2	___1
5. Use of proper attributions in citing the authors	___4	___3	___2	___1
6. Demonstration of knowledge growth in global awareness	___4	___3	___2	___1

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APPENDIX F

LIBRARY GROUP RESEARCH PROJECT SCORING CHECKLIST

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Library Group Research Project Scoring Checklist

Directions: Check the line by the score that best describes, in your opinion, the content of the library group research project.

	Excellent	Good	Fair	Poor
1. Participation of group members	___4	___3	___2	___1
2. Content of group ideas with examples and supporting details	___4	___3	___2	___1
3. Group expressions	___4	___3	___2	___1
4. Mechanics				
a. Grammar	___4	___3	___2	___1
b. Punctuation	___4	___3	___2	___1
c. Use of language	___4	___3	___2	___1
5. Demonstration of knowledge growth	___4	___3	___2	___1

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APPENDIX G

GLOBAL ORGANIZATIONS RESEARCH PAPER
SCORING CHECKLIST

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Global Organizations Research Paper Scoring Checklist

Directions: Check the line by the score that best describes, in your opinion, the content of the global organizations research paper.

	Excellent	Good	Fair	Poor
1. Presentation of findings	___4	___3	___2	___1
2. Expression of organizational purposes and goals	___4	___3	___2	___1
3. Content	___4	___3	___2	___1
4. Conclusion	___4	___3	___2	___1
5. Mechanics				
a. Grammar	___4	___3	___2	___1
b. Punctuation	___4	___3	___2	___1
c. Use of language	___4	___3	___2	___1
6. Demonstration of knowledge growth	___4	___3	___2	___1

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